

# **Exploring the Outcomes of A Universal Design for Learning Framework Applied to Library Instruction that Serves Students Diagnosed with Traumatic Brain Injuries**

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## **ABSTRACT**

This study investigates the impact of applying a Universal Design for Learning (UDL) framework to library instruction for college students, with a focus on those diagnosed with traumatic brain injuries (TBI). Utilizing a Socratic method of inquiry, the research explores how UDL-based instruction supports self-regulated learning (SRL), metacognitive awareness, and fosters social engagement.

The instructional model integrates goal setting, reflection, and self-assessment underpinned by metacognitive frameworks such as the Metacognitive Awareness Inventory. The findings are expected to highlight the differentiated benefits of UDL for students with TBIs, while also improving learning outcomes for the general student population. This research contributes to a broader understanding of how inclusive education models can enhance library instruction to address invisible disabilities, support academic performance, and foster sustainable instructional partnerships between libraries and academic departments.

## **ALISE RESEARCH TAXONOMY TOPICS**

Academic libraries; Pedagogy; Critical librarianship; Social justice.

## **AUTHOR KEYWORDS**

Activism and advocacy; Students; Teaching Faculty.

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